



SUBJECT MEDIUM TERM PLANNING – Music

Year Group: 1

TERM: Spring 1

Theme: Hey You! Charanga Unit

National Curriculum (KS1):

Children should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Context:

Pupils will listen to different songs and learn the lyrics, so that they can perform together as a group. Pupils will discuss what they like about a song, how the song has been put together (verse, chorus, introduction) and discuss some interrelated dimensions of music, including pulse, pitch and rhythm.

Pupils will also learn to play a tuned instrument (glockenspiel) alongside the song learned. This involves improvisation and playing the instructed notes. Pupils will continue to sing as a group. This is the first opportunity for the pupils to play tuned instruments. They will practice hitting the glockenspiel in different ways to change the sound. They will be playing this song in the C and G notes. The activities in this unit include singing, listening, appraising, composing improvising and performing.

Concepts:

- Singing
- Listening
- Performing
- Musicianship

Vocabulary:

- Pulse/ beat – steady sounds throughout the piece of music
- Pitch – high or low sounds
- Tempo – how fast or slow a song/ piece of music is.
- Rhythm – sequence of sounds in a piece of music
- Rap – genre of music that has fast talking in verses or chorus.
- Similar – what is the same about songs
- Different – what are differences in songs
- Rhythm pattern - a sequence of notes that are repeated to make up a rhythm
- Tuned instrument – an instrument that is pitched to notes
- Note – a musical sound

Prior Knowledge:

Pupils have listened to and appraised new songs, discussing what they like about a song what style of music the songs are and how the song has been put together: verse, chorus, introduction.

Pupils have learned to sing songs as a group in Autumn 1, during Charanga lessons, and Autumn 2, during the Christmas Nativity performance. Pupils have learned to keep in time with a steady beat by clapping, tapping knees and sing alongside this beat. Pupils have learned to match each others' pitch and tempo during Autumn 1 Charanga performance and Autumn 2 Christmas performance. Pupils have also responded to visual cues from adults, such as keeping in time with adults clapping, changing their singing pitch with hand gestures from an adult. Pupils have learned the definitions of pulse/ beat, pitch and rhythm in Autumn 1 and have identified these during Charanga lessons.

Future Knowledge:

Pupils will learn about a different genre (rap) during this unit and the social context and history of each song, during the listening and appraising section of a Charanga lesson. Pupils will reflect on what they have heard in these songs, such as is the music fast or slow, is the pitch high or low?

Pupils will learn the vocabulary term tempo and will identify and compare the tempo of different songs.

Pupils will learn how to play music on a glockenspiel, specifically how to produce high and low notes. Pupils will be able to demonstrate their understanding of pitch, beat/ pulse, tempo on a glockenspiel, by hitting high/ low notes, hitting the glockenspiel faster or slower, hit the glockenspiel in time with the beat/ pulse of a song.

End points /by the end of this unit pupils will...

- Start to say what they like about a song.
- Be able to recognise the style of a song.
- Be able to say how a song is put together (verse, chorus, etc).
- Learn new vocabulary: tempo – how fast or slow a song is and be able to recognise a fast or slow tempo in songs.
- Be able to move in time or use body percussion to match the pulse of a song.
- Recognise a high and low pitch in songs.
- Perform a song as a group, singing with confidence and ownership.
- Begin to play a tuned instrument – glockenspiel, alongside a song.

Crucial Knowledge

Pupils will revisit the vocabulary terms pulse/ beat, rhythm, pitch, tempo.

Pupils will demonstrate their understanding of these terms by modifying their singing or playing the glockenspiel.

Pupils will demonstrate their understanding of pulse/ beat by tapping their knees or clapping with the pulse/ beat of a song.

Pupils will demonstrate their understanding of a rhythm pattern by tapping their knees or clapping with the rhythm of a song.

Pupils will demonstrate their understanding of pitch by changing their pitch when they are singing or playing the glockenspiel.

Pupils will demonstrate their understanding of tempo by changing their singing or playing tempo to fast or slow.

Pupils will recognise which notes on a glockenspiel will produce high or low notes.

Pupils will listen to and discuss how songs are put together (verse, chorus, introduction).

Pupils will recognise pulse/ beat, rhythm, pitch, tempo during listening and appraising sections of Charanga lessons.

Lesson Number 1

Key learning: To listen to, appraise and learn to sing a song

Concepts:

Open Charanga – Original scheme – Year 1 – Hey You! – Step 1

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can answer questions about the song
- I can say what I like about a song
- I can use my body to find the pulse of the song and sing or rap along with the words
- I can start to say the words of a song.

Suggested resources:

Charanga: Hey You!

Engage:

Listen and appraise:

Hey You! By Joanna Mangona

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?
- What is the tempo of this song?
- What do you like about this song?

Introduction:

Warm up games tab (Challenge 1)

- Find the pulse - follow instructions (sway, clap)
- Copy back activity in time with pulse

Direct teaching:

Teach the vocabulary word:

- **Tempo** – the speed of the music; **fast** or **slow** or in-between.
- Listen to how fast or slow this song is.
- **Rap** – genre of music that has fast talking in verses or chorus

Activity:

Listen to the song

Use body percussion (clapping, tapping knees, etc.) to tap to the **beat/ pulse**

Start to sing along with **verse (Learn to sing the song tab)**

Start to rap with the **rap verse (Learn to sing the song tab)**

Vocabulary: tempo, fast, slow, beat, pulse, verse, rap

Lesson Number 2

Key learning: to listen to and appraise songs from the same genre and discuss similarities and differences

Concepts:

Open Charanga – Original scheme – Year 1 – Hey You! – Step 2

Success Criteria:

- I can listen carefully to a song.
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping.
- I can answer questions about the song.
- I can say what I like about a song.
- I can use my body to find the pulse of the song and sing along with the words.
- I can recognise the tempo of a song.
- I can compare two songs from the same genre
- I can sing in a rap style
- I can keep in time with others

Suggested resources:

Charanga: Hey You!

Engage:

Listen and appraise:

Me, Myself and I – by De la Soul

Open about the song tab and read information.

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?
- What is the **tempo** of this song?
- How is this song **similar** to Hey You!?
- How is this song **different** to Hey You!?

Introduction:

Warm up games (Challenge 2)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

Teach the vocabulary word:

- **Tempo** – the speed of the music; **fast** or **slow** or in-between.
- Listen to how fast or slow this song is.
- **Rap** – genre of music that has fast talking in verses or chorus

Activity:

Listen to the song – Hey You!

Use body to tap to the beat/ pulse

Start to sing along with verse/ rap verse (altogether)

Vocabulary: tempo, similar, different

Lesson Number 3

Key learning: to identify the pulse and tempo in songs

Concepts:

Open Charanga – Original scheme – Year 1 – Hey You! – Step 3

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I understand what pulse and tempo mean
- I can identify the pitch of a song and sing in a similar pitch
- I can sing alongside others

Suggested resources:

Charanga: Hey You!

Engage:

Listen and appraise:

The Fresh Prince of Bel Air – by Will Smith

About the song tab.

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?
- What is the **tempo** of this song?

Introduction:

Warm up games (Challenge 3)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

- Today we are going to learn and sing along with the entire song Hey You!
- Think about how fast or slow the song is
- Does this song have a high or low pitch?
- Learn to sing the song tab

Activity:

Listen to the song

Use body to tap to the beat/ pulse

Sing along with rap verse as a group

Vocabulary: pulse, pitch, tempo, fast, slow

Lesson Number 4

Key learning: to use tuned instruments to play a rhythm pattern in a song

Concepts:

Open Charanga – Original scheme – Year 1 – Hey You! – Step 4

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I understand what pitch, pulse, rhythm, tempo mean
- I can identify the pitch of a song and sing in a similar pitch
- I can sing alongside others
- I can use an instrument to tap to the rhythm of the song

Suggested resources:

Charanga: Hey You!

Engage:

Listen and appraise:

Rapper's Delight by the Sugarhill Gang

About the song tab

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?
- What is the tempo of this song?

Introduction:

Warm up games (Challenge 4)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

- Today we are going to learn and sing along with the song Hey You! and play some instruments
- Learn to sing the song tab
- Model using a **glockenspiel** – which side has higher pitch/ lower etc.
- Model how to create louder/ quieter sounds – hit harder or softer
- We are playing along with the **rhythm pattern**
- Recap **rhythm**

Activity:

Listen to the song

Use body to tap to the **rhythm** of the song

Start to sing along with verse as a group

Start to sing along with rap verse as a group

Play your instruments tab

Partner 1 to use glockenspiels to tap along with **rhythm** pattern

Partner 2 to sing along with song.

Then swap

Vocabulary: glockenspiels, rhythm pattern

Lesson Number 5

Key learning: to use tuned instruments to play a rhythm pattern in a song

Concepts:

Open Charanga – Original scheme – Year 1 – Hey You! – Step 5

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I understand what pitch, pulse, rhythm, tempo mean
- I can identify the pitch of a song and sing in a similar pitch
- I can sing alongside others
- I can use an instrument to tap to the rhythm of the song

Suggested resources:

Charanga: Hey You!

Engage:

Listen and appraise:

U Can't Touch this – by MC Hammer

About the song tab

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?
- What is the **tempo** of this song?

Introduction:

Warm up games (Challenge 5)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

- Today we are going to be using instruments to play along with the song
- A glockenspiel is a tuned instrument
- **Rhythm pattern** – is the sequence of musical notes to create the rhythm in a song
- Teacher to model

Activity:

Listen to the song – Hey You!

Use body to tap to the **rhythm** of the song

Sing along with verse as a group

Sing along with rap verse as a group

Play your instruments tab

Find the correct **note**

Use glockenspiels to tap along with **rhythm**

Vocabulary: glockenspiels, tuned instrument, rhythm pattern

Lesson Number 6

<p>Key learning: to perform a song using voices and tuned instruments</p>	<p>Concepts:</p>	<p>Open Charanga – Original scheme – Year 1 – Hey You! – Step 6</p> <p>Engage: Listen and appraise: It's Like That – by Run DMC About the song tab</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of this music? ▪ How is the song put together? ▪ What is the tempo of this song? <p>Introduction: Warm up games (Challenge 6)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Direct teaching:</p> <ul style="list-style-type: none"> - Today we are going to be using instruments to play along with the song - A glockenspiel is a tuned instrument - Rhythm pattern – is the sequence of musical notes to create the rhythm in a song - Teacher to model <p>Activity: Listen to the song – Hey You! Use body to tap to the rhythm of the song</p> <p>Play your instruments Hey You tab Use glockenspiels to tap along with rhythm Perform in small group for the class Partner 1 playing glockenspiel Partner 2 singing song Then swap</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can sing along with the lyrics of a song - I understand what pitch, pulse, rhythm and tempo mean - I can identify the pitch of a song and sing in a similar pitch - I can sing alongside others - I can use an instrument to tap to the rhythm of the song (glockenspiel) - I can perform as a group 	<p>Suggested resources: Charanga: Hey You!</p>	

Vocabulary: tempo, fast, slow, rhythm, glockenspiels

